## Social Distancing Quick Guide: COVID-19

### Question 1: How can we **increase student compliance** with district policy regarding **social distancing**?

First, ensure you and your staff understand the policy. Then, consider:
- Is the policy clear and stated in student-friendly language?
- Is it framed positively?
- Does it address various times and places? For example, is it clear if it is the same in PE as it is in the lunchroom?
  - If not, create a classroom version that is student-friendly, including visuals if needed.

Check out The Noun Project for free icons: [https://thenounproject.com/search/?q=social%20distancing&i=3383339](https://thenounproject.com/search/?q=social%20distancing&i=3383339)

### Question 2: How can we **prevent behavior**?

Consider antecedent, or preventative, strategies:
- Arrange classroom to promote social distancing
- Utilize visual markers, boundaries, and reminders
- Remind students of expectations at the beginning of the school day and prior to transitions

### Question 3: How can we **teach students to social distance**?

Consider your evidence-based options. Here are a few examples:
- **Reinforcement** for individuals, groups, or class-wide
- **Peer-mediated instruction and intervention** to provide reminders
- **Prompting** to maintain social distance
- **Video modeling** of social distancing during various activities
- **Visual supports** in each area and for each activity

Remember to make your instruction engaging and fun! Use examples and non-examples...can your students identify both?

### Question 4: How can we **respond** to behavior?

**Appropriate behavior**: Notice and reinforce using immediate praise and positive attention. For students who are struggling, notice and reinforce attempts to utilize **shaping** of more appropriate social distancing.

**Problem behavior**: Reduce attention while prompting to the appropriate behavior. Use neutral body language and tone while minimizing verbal language. Challenge yourself...can you do this nonverbally, such as by pointing or gesturing?

### Question 5: How can we **individualize instruction**?

Do any of your students need...
- Additional practice doing new or different routines?
- 1:1 instruction to learn new expectations?
- Visual supports showing social distancing expectations?

### Additional Resources

Modules on the highlighted **evidence-based practices** and many more are located:
- **Autism Internet Modules (AIM)** [https://autisminternetmodules.org/](https://autisminternetmodules.org/)
- **Autism Focused Intervention and Resources Modules (AFIRM)** [https://afirm.fpg.unc.edu/](https://afirm.fpg.unc.edu/)

Request assistance through the **SESTA Help Desk**: [http://www.idahosesta.org/](http://www.idahosesta.org/)